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AN ANALYSIS OF THE RECORDS OF STUDENTS ENTERING EL CAMINO COLLEGE ON PROBATION FROM OTHER INSTITUTIONS OF HIGHER LEARNING.

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BETWEEN 1959 AND 1963, 351 TRANSFER STUDENTS ENTERING EL CAMINO COLLEGE WERE IN A PROBATIONARY STATUS BECAUSE OF UNSATISFACTORY GRADES EARNED AT THEIR PREVIOUS INSTITUTIONS. OF THIS GROUP, 55 PERCENT WERE LATER SUCCESSFUL (REMOVED THEMSELVES FROM PROBATIONARY STATUS). MORE THAN 70 PERCENT OF THOSE TRANSFERRING FROM 4-YEAR INSTITUTIONS AND 33 PERCENT OF THOSE TRANSFERRING FROM OTHER JUNIOR COLLEGES WERE SUCCESSFUL. FEW OF THESE STUDENTS RECEIVED ASSOCIATE DEGREES. AGE APPEARED TO BE UNRELATED TO DEGREE OF SUCCESS. THESE PROBATIONARY STUDENTS MET GREATER SUCCESS IN SUMMER SESSIONS THAN IN REGULAR SEMESTERS. NO RELATIONSHIP WAS OBSERVED BETWEEN DEGREE OF SUCCESS AND A WAITING PERIOD BEFORE ADMISSION TO EL CAMINO COLLEGE. REDUCTION OF STUDY LOAD AFTER TRANSFER APPEARED RELATED TO FAILURE TO ACHIEVE REGULAR STATUS. THE AUTHORS CONCLUDED THAT THROUGH FLEXIBLE POLICIES AND PROCEDURES THE COLLEGE WAS PROVIDING AN IMPORTANT "SALVAGE" FUNCTION AND RECOMMENDED CONTINUATION OF CURRENT PRACTICES WITH REGULAR EVALUATION. A REVIEW OF LITERATURE IN THE FIELD, A BIBLIOGRAPHY, AND A COPY OF THE COLLEGE'S POLICIES AND RULES FOR ACADEMIC PROBATION ARE INCLUDED. (WO)

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AN ANALYSIS OF THE RECORDS OF STUDENTS ENTERING EL CAMINO COLLEGE ON PROBATION FROM OTHER INSTITUTIONS OF HIGHER LEARNING

EL CAMINO COLLEGE

RESEARCH REPORT NO. 65-1

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INTRODUCTION

Junior colleges have a unique function to consider. The salvage function is an accepted responsibility of almost all "open door" junior colleges. One of the major examples of this salvage function is the policy of junior colleges to admit students with unsatisfactory academic records from other junior colleges, four-year colleges, and universities. The junior colleges, by their very nature, must accept responsibility of offering a second chance to those students who were unsuccessful in their initial college attempt. When these students apply for admittance to a junior college, it is common practice for the junior college to place them on probation.

It is this group of students, hereafter to be called transfer students entering El Camino College on probation, that will be discussed on the following pages. The concern of El Camino College to do the best job for every student, coupled with the desire of the authors to explore an area in need of study, prompted this research.

Purposes and Objectives

The group studied included 351 transfer students who entered El Camino College on probation between the Fall Semester of 1959 and the Fall Semester of 1963 because of unsatisfactory records at their previous school. The purpose of this research is to study this group of students with the following specific objectives in mind:

1. To analyze the make-up of this group. (e.g., sex, age, type of institution from which they transferred.)

2. To organize information which would be helpful in the formulation or revision of probation policies.

3. To determine the salvage effect of the El Camino College probation program as evidenced by the success of students transferring from other institutions of higher learning.

Review of Literature

Much has been written about the function of junior colleges to prepare its students for transfer to four-year institutions but there is very little literature about students who start at one school and then transfer to a junior college after compiling an unsatisfactory record at the first school. This is unfortunate if it is agreed that society has a responsibility to educate all individuals. It is especially unfortunate when it is realized that a number of these students were first admitted to universities and state colleges with above average academic records and presumably with potential for high achievement.

It would seem germane, then, that there be a brief review of the literature available which has some bearing on our specific problem.

Academic probation is a term that is perceived very differently from school to school. The majority of school authorities will concur that some type of academic probation is necessary but there does not seem to be a common ground for agreement regarding probation practices. A survey of fifteen institutions similar in size and orientation pointed out that when thirty-five probation practices were examined only nine points showed any consistency. (6:811)

In 1964, Clark found that 62.5 per cent of sixty-four California junior colleges follow the practice of placing transfer students on probation if their record at the former school was unsatisfactory. (5:7) A study by Dermengian in 1964 found that 100 per cent of the fifty-three junior colleges

that responded to his questionnaire did have a probationary status policy. This study indicated a tremendous variety of reasons for probation policies and that the method used for determining a student's status differed widely. (9)

It is hard to compare probation policies in different schools because of the many variables involved. A study of a large number of colleges found that from less than 1 per cent to 37 per cent of the freshman classes of these schools had been placed on probation. (3:252)

Almost all writers admit the need of some type of probation policy. Disagreement is common when they discuss probation criteria, what is to be required after probation, and what the actual results of probation are.

Probation is usually used as a means of motivating students or on the other extreme, giving tham a warning that they are going to be weeded out if they do not improve their academic performance. Schultz found that "institutions with highly restrictive regulations appeared to have no greater success with motivating students who were subjected to their regulations than did institutions having less severe requirements." He also found that "over half, 51 per cent of those who returned following probation failed to meet their probation requirements during this initial period of subsequent attendance." (16:273) On the other hand, Schmelzlee discovered that "36.8 per cent of all students who were placed on probation at the University of Portland during their freshman year graduated from some four-year institution." He concluded that "probation does help many achieve their immediate goals despite any stigmatizations that students may suffer in varying degrees when first placed on probation." (15:375)

The purposes and results of probation are in question but agreement can sometimes be found when looking for ways to improve the chances of

success of the probationary period. Almost all authors feel that it is not enough to just stamp probation on official records but that additional help must be offered to the student on probation. Schultz (16:274) and Jones (12:101) emphasize the importance of adequate counseling for probationary students. Some authors go even further and suggest that probationary pupils should be required to utilize student personnel services. It is, of course, imperative that the junior colleges provide good services for these students.

Schultz suggests that students who enter on probation should have their load restricted. (16:274) Andrew counters this suggestion by saying; "The counselor should not be overly concerned with academic load for low ability students, but should seek other factors that might help the student to perform better while he is in college." (1:270) This theory might be applicable in junior colleges where there is such a variety of course offerings and student body characteristics.

Campbell and Hahn found that "there is a definite likelihood of an academic improvement following a period of absense from the campus." They also found that the greater the period of absence, the more improvement, up to three years. (4:131) A study of this type tends to confirm the feelings educators must have when they dismiss a student but at the same time, inform him that he can come back after a period of absence.

The contradictions found in the literature emphasize the need for additional research in the area of academic probation. The absence of literature pertaining to students who transfer to junior colleges after earning unsatisfactory grades at other institutions would tend to accentuate the great need for study in this area.

METHODOLOGY

The first step of the study was a review of literature. Sources used here were UCLA Education Library, the California State College at Los Angeles Library, the library files of the El Camino College Office of Research, and the El Camino College Guidance and Personnel Office.

The second step was the compilation of the sample. Consultations with Mr. Robert Poe, Coordinator of Registration gave direction in this area. Books listing all probationary students for each semester are kept in the Registration Office. From these books pull cards were filled out for each student entering El Camino College on probation from other institutions of higher learning during the period of Fall 1959 through the Fall of 1963. These pull cards gave authorization for clerks to pull the records which consisted of a separate folder for each student. These folders were gathered and when organized and counted included 351 students.

The third step was the formulation of the work sheets. Several transcripts on file for transfer students entering El Camino College on probation were studied to determine what kinds of information could be obtained. It was decided that a follow-up study would be made by phone. Time was spent considering what kinds of questions could be asked by telephone so that the data could be readily compiled and what kind of information might be obtained. From this study, several hypotheses were set up and a work-sheet was developed to which transcript information and relationships could be speedily transmitted and telephone questions answered. This worksheet may be seen as Appendix B.

The fourth step was the analysis of transcripts. The top of the work-sheet provided the space for information needed to break the sample down into basic categories as follows:

1. Name - from which sex was determined.

2. Under 21; 21 and over - it was felt that there might be a marked difference in the behavior of those students 21 and over due to maturation and experience.

3. Four categories rating achievement at El Camino College:

   a. Success - those students who were never on probation at El Camino and who either graduated or left the college off of probation.

   b. Success-Fail - those students who succeeded their first semester but were later put back on probation and ultimately were disqualified or left never having achieved academic success.

   c. Fail-Success - those students who failed the first semester but were subsequentiy removed from probation to finally graduate or leave the college off of probation.

   d. Fail - those students with a continuous record of failure and ultimate compulsory or self-removal from the college.

This phase of the study included the clerical removal of data from the transcripts to the work sheets. One-half of the information was obtained from the El Camino transcript and one-half from transcripts of all former institutions of higher learning.

It was determined:

1. Whether the student graduated from El Camino College.

2. How many units were taken the first semester at El Camino and whether the load was later changed.

3. Whether English classes were taken, and these were scanned and a cursory GPA taken to determine if a C average was obtained, both at ECC and former institutions.

4. Whether summer school was attended at El Camino and if so, was a cursory GPA of C obtained.

5. Whether student was still attending El Camino at the time of the study.

6. How many semesters were completed at El Camino.

7. Whether unit load was changed from the former school to El Camino.

8. How many semesters elapsed, if any, before the student came to El Camino from the previous school.

9. What type of school was formerly attended, whether University, State College, junior college, or private school.

10. How many schools were formerly attended.

11. How many semesters of schooling had been taken at previous schools.

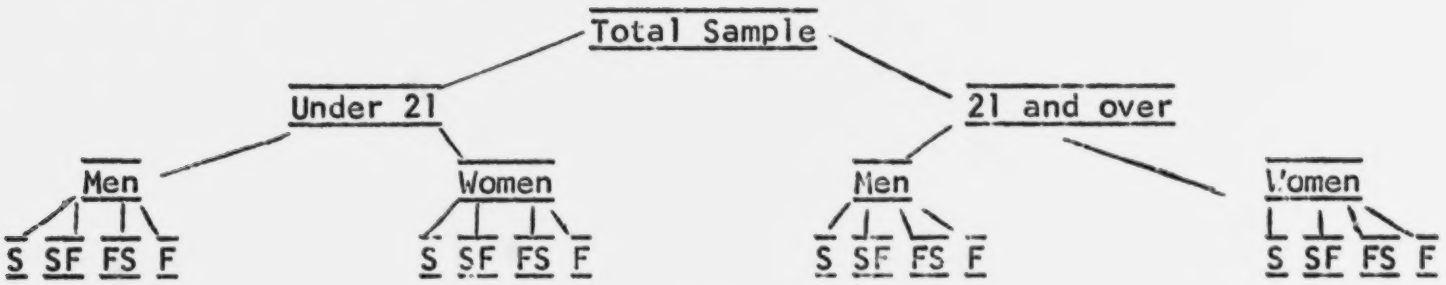
The fifth step of the study was a follow-up done by telephone. Each student was phoned at least three times. In some cases only parents could be reached and they were asked to answer the questions in lieu of the student.

If the student was no longer attending El Camino he was asked his current occupation. If time elapsed between the former school and El Camino it was asked what had taken place during that time.

It was asked how many hours had been spent working and in extra-curricular activities while at the previous schools and at El Camino College. It was also asked if the student had been married during his college experience and if so, during which period of attendance.

The sixth step was the tabulation of data. The first phase of this

step was to break the sample down into the categories listed at the beginning of step number 4 as follows:



As can be seen, sixteen groups resulted. A second stage worksheet was then developed for the tabulation of all the data gathered on the original worksheets. From these second stage worksheets, eleven charts were made which summarized the work-sheet data and made it easier to see the results and relationships. The first of these charts was an onmibus chart giving the total breakdown of each category. This chart can be seen as Appendix A. The other ten charts show a breakdown into Success and Fail, leaving out the Success-Fail, Fail-Success categories. It was felt that meaningful conclusions could not be drawn from the small numbers that fell into these two categories. All of the relationships talked about in the analysis of data will be in terms of the two categories, Success and Fail. Success, then, will indicate a student ultimately graduated or left El Camino off of probation, while Fail will indicate a student who was ultimately disqualified or left El Camino while on probation.

The seventh and final step was the compilation of the data into a final form and the final writing of the paper. The meaningful material was transferred to final charts to be included in the analysis of data. After reporting the substantiation or refutal of the original hypotheses conclusions were drawn and recommendations made.

Mr. Robert Poe, Coordinator of Registration, and Mr. H. L. Swanson, Coordinator of Research, deserve the gratitude of the authors for their help with this paper.

PRESENTATION OF FINDINGS

During the period -- Fall Semester, 1959 through Fall Semester, 1963, inclusive -- 351 students transferred from other institutions of higher learning to El Camino College on probation. Two hundred and twenty-four of the 351 students were under 21 years of age while 127 of them were 21 and over. Of the total group, 55 were women and 296 were men. (See Table I) While the proportion of men to women seems large, Schultz showed a similar ratio in his study of probationary students in general. (16:272)

For the purposes of this study, students who graduated or who were removed from probation and remained in good standing were judged to be successful, and students who were disqualified or who remained on probation were judged to have failed. Very probably, several in the "failure category" will ultimately be successful. The classifications of success and failure pertain only to these student's academic record at El Camino College. Of the total group, 193 or 55 per cent were successful and 158 or 45 per cent failed. For a complete breakdown of the sample refer to Appendix A

The students in this study transferred to El Camino College from many schools. The sources of students were broken down into four categories: university, state college, junior college, and private college. Table I gives a breakdown of the sources of students in this study as related to sex and age.

Over 70 per cent of all university and state college transfers were successful while 58 per cent of the private school transfers and

TABLE I

ANALYSIS OF SOURCE OF PROBATION STUDENTS BROKEN DOWN ACCORDING TO SEX AND AGE

	University	Per Cent	State College	Per Cent	Junior College	Per Cent	Private	Per Cent	Total	Total Per Cent
Men Below 21 years	58	32.0	30	16.6	61	33.7	32	17.7	181	100
Men 21 years & Above	28	24.3	15	13.0	63	54.8	9	7.8	115	100
Sub-total	86	29.1	45	15.2	124	41.9	41	13.8	296	100
Women Below 21 years	17	39.5	9	20.9	6	14.0	11	25.6	43	100
Women 21 years & Above	1	8.3	2	16.7	6	50.0	3	25.0	12	100
Sub-total	18	32.7	11	20.0	12	21.8	14	25.5	55	100
Grand Total	104	29.63	56	15.95	136	38.75	55	15.67	351	100

33 per cent of the transfers from junior colleges were successful. This would seem to give evidence of the effectiveness of El Camino College's performance of the salvage function. The greater degree of success of the transfers from universities and state colleges over that of junior colleges might be explained by a number of factors. Students who are initially admitted to universities and state colleges necessarily had records of high achievement in high school and would be expected to perform better as a group than the students who transferred from junior colleges. Factors such as motivation,

TABLE II

ANALYSIS OF SOURCES OF STUDENTS AS RELATED

TO SUCCESS AND FAILURE

	Success	Per Cent	Failure	Per Cent	Total Students	Total Per Cent
University	75	72.1	29	27.9	104	100
State College	41	73.2	15	26.8	56	100
Junior College	45	33.1	91	66.9	136	100
Private	32	58.2	23	41.8	55	100
Total	193	54.99	158	45.01	351	100

desire, and attitude undoubtedly should be taken into consideration when considering the reasons for the greater degree of success of the transfers from universities and state colleges but this type of information is outside the relm of this study. For a complete breakdown of source related to success and failure, refer to Table II.

Only 15 of the 351 students in the study had graduated as of the spring of 1964. This is less than 5 per cent of the total group and although this

is a small percentage, it is fairly comparable to the ratio of the total number of graduates to the total student body. Graduation is not the only criterion of success for junior college students. Many students transfer to four year institutions without graduating. A number of students move to another district

TABLE III

ANALYSIS OF STUDENTS WHO GRADUATED AS RELATED

TO AGE AND SEX

	Under 21 years			21 years and over			Grand Total	Per Cent
	Men	Women	Total	Men	Women	Total		
Graduated	6	2	8	6	1	7	15	4.3
Did Not Graduate	129	36	166	88	9	95	261	74.6
Still Attending El Camino	46	5	51	21	2	23	74	21.1
Total	181	43	224	115	12	127	351	100

after having achieved a satisfactory academic record at El Camino College. Some students come to El Camino with personal goals in mind that do not include graduation. Seventy-four students were still attending El Camino College during 1964 Fall Semester and there is no way to tell how many of these will graduate. A breakdown of the students who graduated and those who did not can be found in Table III.

An attempt to compare the success of students in English classes to total success or failure was made. English was presumed to be a subject taken by all students, but an analysis of transcripts pointed out

that approximatley 20 per cent of the students studied did not take English at either institution. The findings from the other transcripts were incomplete and felt to be inconclusive.

One-hundred or 28 per cent of the total group of students attended summer school, 80 or 80 per cent achieved a "C" average or better. Students who met with total success at El Camino College had a greater tendency to attend summer school than those who failed in their total program. We can not presume that summer school was the only reason for these student's success but it very possibly was one of the contributing factors. A greater percentage of students were successful in summer school than the percentage of students successful in their total work at El Camino College.

Little relationship was found between the number of units taken the first semester at El Camino College and success and failure. In the majority of cases, students took the same load the first semester at El Camino College as the load they took during their last semester at their former institution. No evidence was found to substantiate the suggestions of some writers that students on probation be required to carry a reduced load because of their probationary status. Other factors such as outside work load, ultimate goals, marital status, and responsibilities outside of school should be considered before a student is required to take a reduced level. Table IV gives a picture of the relationship of the prior load to the load taken during the first semester at El Camino College and its total relationship to success and failure.

TABLE IV

ANALYSIS OF SUCCESS AND FAILURE AS RELATED TO A COMPARISON OF THE NUMBER OF UNITS TAKEN THE FIRST SEMESTER AT EL CAMINO COLLEGE WITH THE NUMBER OF UNITS TAKEN THE LAST SEMESTER AT THE STUDENT'S FORMER SCHOOL

	LOAD							
	Increase	Per Cent	Same	Per Cent	Decrease	Per Cent	Total	Per Cent
Success	20	10.5	92	48.4	78	41.1	190	100
Failure	12	7.6	74	46.8	72	45.6	158	100
Total	32	9.2	166	47.7	150	43.1	348*	100

*Three transcripts from former schools were unavailable.

It was hypothesized that maturity as evidenced by age would result in a greater percentage of success in academic work. The findings of this study as evidenced by Table V would not prove this hypothesis correct. Almost 60 per cent of the students under 21 years of age met with success while less than 50 per cent of those students 21 years and over met with success. It cannot be assumed from this evidence that older students are necessarily poorer students because many other variables must be taken into consideration. Among these are the fact that many older students have acquired additional family and occupational responsibilities which could interfere with the time available for study.

TABLE V

ANALYSIS OF SUCCESS AND FAILURE AS

RELATED TO AGE

	Under 21 years	Per Cent	21 years and over	Per Cent	Total
Success	131	58.5	62	48.8	193
Failure	93	41.5	65	51.2	158
Total	224	100	127	100	351

Some schools require students to stay out of school after they have been placed on probation, thinking that this might give the student a chance to settle down or become more cognizant of his real purposes in going to school. Table VI shows that the percentage of success and failure changed very little whether students came directly to El Camino College from the college at which they were unsuccessful or if these students stayed out of school one or more semester.

TABLE VI

ANALYSIS OF THE NUMBER OF SEMESTERS STUDENTS DID NOT GO TO SCHOOL BETWEEN THEIR FORMER SCHOOLS AND EL CAMINO COLLEGE AS RELATED TO SUCCESS AND FAILURE

Number of Semesters Between Schools	Success	Per Cent	Failure	Per Cent	Total	Per Cent
0	87	55.1	71	44.9	158	100
1	42	54.5	35	45.5	77	100
2	18	58.1	13	41.9	31	100
3	4	28.6	10	71.4	14	100
4	8	57.1	6	42.9	14	100
5	2	50.0	2	50.0	4	100
6	5	45.5	6	54.5	11	100
7	3	37.5	5	65.5	8	100
8 or more	21	67.7	10	32.3	31	100
Total	190	54.6	158	45.4	348*	100

* Three transcripts from former schools were unavailable.

The follow-up method used by the authors proved to be inadequate. Of the 351 students who were called only 120 numbers were reached and many of these parties were relatives and friends rather than the students in the study. The information received was incomplete in so many instances that the authors were forced to eliminate this phase from their study rather than to present results without adequate basis.

SUMMARY AND CONCLUSIONS

El Camino College admitted 351 students on probation from other institutions of higher learning during the semesters of Fall, 1959 through Fall, 1963, inclusive. Of these students, 55 per cent achieved success in their academic work at El Camino College. Success as it pertains to this study is evidenced by removal from probation or graduation. Failure means continued probation or disqualification. Numbers reported may change as these students complete additional work.

Students transferred to El Camino College on probation from universities, state colleges, private schools and other junior colleges. Over 70 per cent of the students transferring from universities and state colleges were successful. This would seem to be a very high percentage of the students who transferred from these universities. These students were presumably salvaged by El Camino College and were therefore eligible to return to a four year institution for further study. The students who transferred to El Camino College on probation from other junior colleges were successful in 33 per cent of the cases. While this is a small percentage compared to the above 70 per cent from universities and state colleges, it can be presumed that the majority of these students from junior colleges were not high achievers in high school. It would therefore seem encouraging that 33 per cent of these students were salvaged.

Few transfer students entering on probation graduated. Although others of the successful students could have met graduation requirements,

they did not for various reasons.

Probationary students seemed to meet a greater degree of success in summer school than during the regular sessions. The change in atmosphere and routine might account for much of this difference. Seemingly, it would be advisable for probationary students to attend summer school.

More students who maintained the same load at El Camino College as the last semester at the former school were successful than those who decreased their load. From the findings of this study, it might be concluded that a set rule requiring transfer students entering on probation to take a reduced load does not necessarily contribute to their success.

The evidence of this study regarding time out of school is inconclusive in showing any effects on achievement. However, 158 or 45.5 per cent continued their attendance immediately and 55.1 per cent were successful.

Students who were 21 years of age and over met with less success than students under 21. The difference in success and failure between these two groups is small and the evidence shows that age, per se, has little effect on achievement in this study.

More students who transferred to El Camino from other institutions of higher learning on probation were successful than those who failed. It would seem that El Camino College is providing a second chance for students who initially met with failure through their flexible policies and procedures. (See Appendix C) It could therefore be concluded that El Camino College is accomplishing the salvage function of a junior college.

Recommendations

1. It is recommended that El Camino College's flexible probation be maintained as it is with continuous evaluation of its procedures.
2. It is recommended that counselors and others working with probation students, continue to work with each student on an individual basis as much as is possible, realizing that blanket regulations do not solve the intricate problems involved in this area.
3. Probation would seem to be an area where continual research and study is necessary and can prove to be of benefit to the college and the student.
4. It is recommended that further study be initiated in the areas of:
   (a) Graduation -- Determine the reasons why some students do not complete requirements for the Associate of Arts degree.
   (b) The effect forced non-attendance has on disqualified students.
   (c) Follow-up study of students who were successful in this study.
   (d) Other groups of probation students -- how do other groups compare with transfer probation students.
   (e) Further follow-up of all students in this study to determine ultimate achievement.
   (f) Ways and means of gathering follow-up information from sources other than transcripts.

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APPENDIX A
TABLE VII
ANALYSIS OF STUDY SAMPLE OF TRANSFER STUDENTS WHO ENTERED EL CAMINO COLLEGE ON PROBATION

	21 AND OVER																						UNDER 21												
	MEN								TOTAL MEN 21 & OVER			WOMEN								TOTAL WOMEN 21 & OVER			TOTALS 21 & OVER			MEN								TOTAL MEN UNDER 21		
	F		S/F		F/S		S					F		S/F		F/S		S								F		S/F		F/S		S				
SEM.	1	0	1	0	1	0	1	0	1	0	T	1	0	1	0	1	0	1	0	1	0	T	1	0	T	1	0	1	0	1	0	1	0	1	0	T
F'59		1				2		2	0	5	5									0	0	0	0	5	5	1							5	1	5	6
S'60		1				1		1	0	3	3									0	0	0	0	3	3				1				2	0	3	3
F'60	1	7		2		2		2	1	13	14		1						1	1	1	2	2	14	16		8		3	2	2		5	2	18	20
S'61	1	6		1		1	1	5	2	13	15								1	0	1	1	2	14	16		6		1		3	3	2	3	12	15
F'61		5		2			2	2	2	9	11		1					1		0	3	3	2	12	14		10	1	2		4	2	4	3	20	23
S'62		6	1		1			8	2	14	16		2					1	1	1	3	4	3	17	20		5	1	3	1			7	2	15	17
F'62		12		3		2	2	8	2	25	27		1							0	1	1	2	26	28	2	13		2	4	4	4	14	10	33	43
S'63		4	1				2	4	3	8	11				1					0	1	1	3	9	12		5		2	3	1	3	5	6	13	19
F'63	3	2				6	2	9	4	13										0	0	0	9	4	13	2	6	1		2	1	14	9	19	16	35
TOT	5	44	2	8	1	8	13	34	21	94	115	0	5	0	1	0	1	2	3	2	10	12	23	104	127	5	53	3	14	12	15	26	53	46	135	181	0

LEGEND:

	MEN	%	WOMEN	TO
1 = Still in E.C.C.	67	91	7	
0 = Out of E.C.C.	229	83	48	
F = Continual Record of Failure at E.C.C. (Below 2.0)	107	85	19	
S/F= Succeeded 1st Semester(s) at E.C.C. - Then Failed	27	84	5	
F/S= Failed 1st Semester(s) at E.C.C. - Then Succeeded	36	88	5	
S = Continual Record of Success at E.C.C.	126	83	26	

APPENDIX A

TABLE VII

ANALYSIS OF STUDY SAMPLE OF TRANSFER STUDENTS WHO ENTERED EL CAMINO COLLEGE ON PROBATION

| 21 AND OVER | | |

APPENDIX B

INFORMATION REGARDING PROBATIONARY COLLEGE TRANSFER STUDENTS

Name_____Age at transfer -21, 21 and up, Success, Success then Fail, Fail then Success, Fail

Semester Last Attended_____Phone_____

No answer_____Call later_____(time:_____)

Transcript Information

ECC

		Yes	No
1.	Did student graduate?	1.	
2.	Were English classes successful?	2.	
3.	Were summer sessions used?	3.	
3a.	If yes, were they successful?	3a.	
4.	Is student still attending ECC?	4.	

5. How many semesters at ECC? 1,2,3,4,5,6,7,8

6. Size of program first semester ECC 0-5, 6-11, 12-up

6a. Was size of program later changed? Incr. Same Decr.

Compare latest transcript with ECC

		Yes	No
7.	Was there an apparent change of major?		

7a. If yes, to which of the following? Quant. Verb. Voc.

8. Was there an apparent change in load over prior school? Incr. Same Decr.

9. Was there a lapse of time between prior? No. of Semesters 0, 1, 2, 3, 4, 5, 6, 7, 8, (If 1 to 8 is marked, ask this question.)

10. What type of school did student transfer from? Univ. St.C. J.C. Priv.

11. How many schools previously attended? 1,2,3,4

12. How many semesters at previous schools? 1,2,3,4,5,6,7,8,9

Phone Information

Students no longer attending ECC

☐ 1. Did you transfer to another school?

1a. What type of school?

Yes	No
Univ. St.C. J.C. Priv.	Go to #4
STOP	Yes No

2. Did you change your major after leaving ECC?

3. Are you still attending?

3a. If no, did you graduate?

4. In your present occupation are you using the skills or knowledge you acquired beyond high school?

☐ What did you do between the time you left your prior school and enrolled at ECC?

Worked 1/4, 1/2, 3/4, 1 - Vactioned - Married - Military - Other_____

☒ Ask all students

1. How many hours were spent per week on activities unrelated to your course work?

at ECC							Other School						
0	5	10	15	20	30	40	0	5	10	15	20	30	40

	Yes	No
2. Were you married during your schooling?		

If yes, which period of time? Prior ECC

During ECC

Academic Probation

Introduction

In 1955 the authors of A Restudy of the Needs of California in Higher Education called attention to the question whether "students once admitted may be retained without attaining an acceptable standard of performance". The Restudy further observed that "educational opportunities should be reserved to those who maintain a reasonably satisfactory standard of accomplishment".

On September 18, 1959 a resolution was adopted by the Board of Education, State of California, relating to standards of scholarship, counseling services, and incoming transfers for California public junior colleges. These regulations were filed with the Secretary of State and became effective October 24, 1959 as Section 131, Subsections e, h, and i of Title 5 of the California Administrative Code.

> (e) Standards of achievement. The junior college must have standards of scholarship for the continuance of students in junior college and for graduation. Minimum standards will require that at the end of any semester a student who has failed to achieve a 1.5 grade point average in units attempted shall be placed on probation.
>
> Any student on probation who in the next semester of attendance fails to achieve a 1.5 grade point average in units attempted during that semester is subject to dismissal.
>
> (h) Counseling Services. The junior college must have an adequate counseling staff, both in training and experience, to provide the students with the opportunity to assess their aptitudes, interests, and abilities, and to assist them to realize their potential to themselves and to society.
>
> (i) Incoming Transfers. Any student who is transferring from another collegiate institution and who has a grade point average below 1.5 in units attempted, at the time of transfer shall, if admitted, be immediately placed on probation.

Probation Policy

The Probation Procedures developed during the past three years at El Camino College were based upon State Department of Education

Academic Probation

Probation Policy, (cont.)

recommendations. In June of 1959 a Probation Committee was appointed by President Marsee to define those procedures and to develop an acceptable policy for presentation to the district Board of Trustees. The Committee has been guided by present practices at El Camino and by Section 131, amended, of the Administrative Code.

It is the unanimous opinion of the Committee that the primary purpose of any probation system is to identify those students whose academic achievement consistently fails to meet the standards set by the college. Once identified, those students are to be encouraged to use whatever college facilities and services are available to raise the level of their academic achievement. Only after every opportunity to succeed has been provided will disqualification be recommended.

The following policy and rules and regulations have been developed during several months of weekly meetings. The Committee believes that the policy is simple enough to be understood by all and restrictive enough to result in a substantial improvement in college academic standards.

I. General Probation Policy

A. A student shall be placed on probation if he fails to earn a grade point average of 1.5 (C-) in total units attempted during any semester.

B. A student shall be removed from probation upon earning a grade point average of 2.0 (C) or better during the probation semester.

C. A student shall be disqualified if he fails to make a grade point average of 2.0 (C) during his probation semester.

II. Admission on Probation

A. High School Graduates

A first semester freshman student who has graduated from high school shall be placed on probationary status upon entrance if his high school record shows a grade point average below "C".

Policy and Rules
Adopted by the Board of Trustees
2/8/60

Academic Probation

B. College Transfer

A student who transfers from another collegiate institution shall be placed on probationary status if during his last semester he failed to earn a grade point average of 1.5 (C-) or better, or if his cumulative average is below 1.5.

C. Removal from Probation or Disqualification

A student who enters on probationary status shall be removed from probation or disqualified on the basis of the general probation policy stated above (I).

III. Admission on Provisional Status

A. Non-High School Graduates

A student who has not graduated from high school nor completed college work elsewhere shall be placed on provisional status on entrance.

B. Disqualification or Removal from Provisional Status

A provisional student shall be removed from this status upon earning a grade point average of 1.5 (C-) or better in all units attempted in his first semester of attendance. He shall be disqualified if he fails to earn a 1.5 (C-) grade point average.

Probation Procedures

I. Notification and Recording on Student's Permanent Record

A student who is placed on probation, disqualified, or removed from probation as the result of work undertaken at El Camino College shall be notified in writing and that fact shall be recorded on his permanent record.

A student placed on probation or provisional status upon entrance shall be notified in writing but notation of this fact shall not be made on his permanent record. If he is disqualified at the end of the first semester, he shall be notified and this fact entered on his permanent record as follows: "Entered on Probation, DISQUALIFIED", or "Provisional Registration, DISQUALIFIED", as the case applies.

Policy and Rules
Adopted by the Board of Trustees
2/8/60

Academic Probation

The letter of notification of probationary or provisional status shall include the recommendation that the student make an appointment with his counselor. Special conditions restricting or reducing load, requiring remedial or pre-requisite courses, recommending a change in curriculum, or limiting employment may be arranged with the counselor.

If a probationary student vaoluntarily drops out of college, either before the start of the probation semester or during it, and later applies for readmission, he shall be readmitted on probation, unless evidence of interim satisfactory work of not less than one full semester in an accredited college is submitted.

II. Readmission Following Disqualification

The Probation Committee will consider a petitition requesting review of the student's disqualification in case he presents verification that the reasons for poor academic work were beyond his control and have been or will be eliminated.

If his petition is approved, he will be permitted to continue for a second semester under probationary regulations as outlined by the Committee and approved by the Director of Student Personnel. A second disqualification will be permanent.

If his petition is denied, the student may resubmit a petition after remaining out of school for one semester or more. He must give evidence of satisfactory completion of work in an accredited high school or college, suitable work experience, elimination of health or emotional obstacles, or other evidence to indicate that he can do satisfactory work. If this petition is approved, he will be permitted to continue under probationary regulations as outlined by the Committee.

III. Withdrawal Procedure

A student may withdraw from a course in the first four weeks of school without a grade assignment. A grade of "F" will be assigned for withdrawal thereafter. If the student presents acceptable evidence of extenuating circumstances, he may withdraw with a grade of "W".

Policy and Rules
Adopted by the Board of Trustees
2/8/60

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IV. Determination of Grade Point Average

Courses for which grades of A, B, C, D, or F have been received will be considered as units attempted; and all units attempted will be counted in determining the grade point average. Incomplete grades will become F's six weeks after the semester or summer session ends. Repeat courses will be counted as units attempted.

Repeat Courses

A course may be repeated only once. An approved petition to repeat must be presented at the time of registration.

Spring Semester

Students disqualified because of fall semester grades shall be dismissed during the first week of the spring semester. Those disqualified because of spring semester grades shall be ineligible for summer or fall registration.

Summer Session

If summer session grades have caused disqualification, those students shall be ineligible for fall registration.

Probationary students who earn a grade point average of 2.0 or better during the summer session may petition for review of status.

V. Withdrawals

Probationary students who do not complete the semester of probation will:

1. Be disqualified if withdrawal is not approved.

2. Maintain probationary status if petition to withdraw has been approved.

VI. Student Lists

An alphabetical list of probationary students will be furnished all assistant directors, directors, and the president. Lists of disqualified students will not be distributed since those students will not be enrolled.

Academic Probation

VII. Failure to Withdraw

Students who have been dropped for non-attendance may not submit a petition for withdrawal beyond four weeks after the last date of attendance.

VIII. Transcripts

Transcripts of all previous college work attempted must be on file in the El Camino records office before registration will be permitted. High school transcripts should be on file at the time of registration but must be available not later than six weeks after the beginning of the semester of initial enrollment.

IX. Unit Limit for Probation Removal

No limit shall be placed on the number of units a student must successfully complete to be removed from probationary status. The number of units acceptable will be determined through counseling.